

Name: Billy  
Date of Birth: February 3, 1985

Billy is a sophomore diagnosed with bipolar disorder. He has an IQ of 137. Billy was identified as a student with an emotional disability in the 5<sup>th</sup> grade when he began exhibiting behavior problems in the classroom. Billy has had a difficult time regulating his medication. He has been working with a psychiatrist but has been unable to maintain his medication at an appropriate level. He recognizes his mood swings and it frustrates him to not have control over things.

Billy's behavior pattern cycles intermittently and ranges from extreme euphoric behaviors to very withdrawn, passive noncompliance. During the bouts of extreme exhilaration, Billy is unable to concentrate, to remain on task, and to follow directions. He constantly talks, argues, and makes noises to be disruptive. He also engages in very impulsive behaviors. Billy has been suspended several times for fighting, setting a trashcan on fire in the boys' bathroom, and for stealing a Game Boy. He recently was assigned a probation officer due to various misdemeanors. When Billy cycles into depression, he is almost catatonic. He struggles to get out of bed in the mornings and attend school. While in school, he sleeps as he cannot concentrate or focus on any activities. Billy has learned how to manipulate situations, which makes it difficult for people providing services to him. Billy does demonstrate particular patterns of behavior which enable trained professionals to know whether the exhibited behavior is legitimate. Two examples of this are in his ability to track while reading and in his ability to maintain a general conversation and train of thought.

Billy is in a self-contained classroom but does receive weekly consultation from the gifted education teacher in an attempt to meet his academic needs. He is at the proficiency level in the Arizona Academic Standards for reading, writing, and math. Billy performs exceptionally well in math, and loves to complete problems involving algebraic equations. His vocabulary is extensive. Billy does have a difficult time, however, with grammar and language mechanics.

One of Billy's favorite hobbies is playing computer games. He also enjoys hanging out with his friends, but he has a difficult time choosing a healthy peer group. Billy struggles to maintain appropriate relations with women. Billy has a great sense of humor and an ability to engage people appropriately when he chooses to turn on the charm.

Billy cooks with his mother every evening and enjoys trying new recipes. He has a natural gift in the kitchen for blending ingredients and creating unique meals. Billy rides his bike to and from school. Billy attempted to get his driver's license on two occasions. Although he had no difficulty passing the written exam either time, Billy has been unable to pass the actual driving test. During Billy's first attempt, he ran a red light. On his second attempt, the instructor told Billy he was speeding which led to Billy arguing about whether this was true or not with the instructor.

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

***IEP***

Student Name <b>Billy</b>			Date of Meeting <b>February 6, 2002</b>	
Student Demographics				
DOB <b>February 3, 1985</b>	Age <b>17</b>	Grade <b>10</b>	Home Language <b>English</b>	LEP [ ]Y [X]N
School of Residence <b>Likealot School</b>	School of Attendance <b>Likealot School</b>		Language of Instruction <b>English</b>	Category of Eligibility <b>ED</b>
Parent/Guardian <b>Barbara</b>	Home Address <b>12 Zoolander Lane</b>		Home Phone <b>623-367-5820</b>	Work Phone <b>623-409-5963</b>

IEP Team Meeting Participants §300.344(a)(1-7)		
Student	Name	Date
	<b>Billy</b>	<b>2/6/02</b>
Parent/Guardian/Surrogate	<b>Barbara</b>	<b>2/6/02</b>
LEA Representative	<b>Maxine</b>	<b>2/6/02</b>
Special Education Teacher	<b>Hilda</b>	<b>2/6/02</b>
Regular Education Teacher	<b>Theresa</b>	<b>2/6/02</b>
Individual to interpret the results of the evaluation		
Agency Representative <b>Probation Officer</b>	<b>Richard</b>	<b>2/6/02</b>
Interpreter _____ language		
Other <b>Guidance Counselor</b>	<b>Gilma</b>	<b>2/6/02</b>
Other <b>Human Services Specialist, Behavioral Health Services</b>	<b>Matt</b>	<b>2/6/02</b>
Other <b>Restaurant owner, friend of family</b>	<b>Fred</b>	<b>2/6/02</b>

**Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).**

Billy enjoys cooking. He would like to explore culinary arts programs that are offered at the community college and within the community. He particularly enjoys developing new recipes, trying them and serving them to his family. Billy stated that he will be a famous chef at the Bellagio Hotel in Las Vegas. He plans on obtaining a job at a restaurant that one of his father's friends owns. He has also expressed an interest in learning to develop and create computer programs for games. He already has a number of ideas for games that he thinks will someday make him rich. Billy wants to get his driver's license this year. Billy has no intentions of living with his parents after he turns 18, and has a plan to move into an apartment with his friends. He has recently talked of joining the YMCA. He even talked of joining a community youth basketball league. Billy wants to go to college, but said that he may go to the community college or a technical school.

**Present Levels of Educational Performance (PLEP)**

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Billy is at the proficiency level in the Arizona Academic Standards for reading, writing and math. He is an exceptional math student. Despite numerous opportunities, Billy has been unable to participate in regular education classes due to his inability to manage his behavior appropriately in any general education setting. He is currently in a self-contained classroom for ED students. He likes it there and is not all that motivated to move back into the general curriculum setting. Often he doesn't do his work, yet complains that he isn't challenged even when the teacher creates material and projects at his ability level. He has had frequent behavioral episodes and discipline issues including numerous run-ins with the law, resulting in a probation officer and the assignment of 100 hours of community service throughout the previous IEP cycle. Billy has not completed all of his hours and is continuing the rest of this school year and through the summer at the Food Bank to fulfill his obligation. His mother indicates that one of the most difficult problems is Billy's doctor's inability to stabilize his medications resulting in extreme mood and behavior swings causing him major problems in all aspects of his life. At times Billy goes through periods of extreme depression where his ability to function is severely impaired. He is unable to even get out of bed and will not eat, bathe or come out of his room for days. Also, his medication causes him to have a difficult time waking in the morning and makes him extremely drowsy after lunch when he takes his mid day medications. He is very impulsive and frequently makes poor decisions that have caused him significant troubles both educationally and legally. Such problems consist of stealing, lying, arson, truancy, and a recent fascination with drug and alcohol paraphernalia including admitted experimentation and a shift in peer groups. He now says his new friends are cool and believe in totally experiencing life. He said that he uses marijuana weekly and can't wait till he can try some "X". He is in the process of getting his drivers license, but has failed the driving portion twice.

Billy does enjoy cooking and trying out recipes. He wants to get a job in a restaurant, particularly his father's friend's restaurant, to learn more about culinary arts. He always enjoys going to *Flipburgers and Flapjacks*, and looks up to the owner who has been to create and operate such a successful establishment.

**Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:**  
§300.347 (7)(b)(1)

Age: 16 School Year: '00-'01	Age: 17 School Year: '01-'02	Age: 18 School Year: '02-'03	Age: 19 School Year: '03-'04	Age: _____ School Year: _____
Eng 1	Eng 2	Eng 3	Eng 4	
Algebra I	Geometry	Algebra 2/Trig	Tech Prep Computers and Web Design	
Gen. Science	Biology	Chem.	Tech Prep Cul Arts	
Economics	World Cultures	US History	American Government/Free Enterprise	
Social Living 1	Social Living 2	Family Science	Independent Living	
Keyboarding/1&2	Foods 1&2	Careers/On campus Work Study in cafeteria	Work Study-off campus	
	Peer Mediation Group	Peer Support	CARE group	

Additional Educational Opportunities: Previous community service at the Food Bank.

Through Careers, Billy will participate in job shadowing and conducting informational interviews with people in the workplace in the area of

culinary arts. Billy will try to obtain part-time employment during the summer at *Flipburgers and Flapjacks*. Billy will help out at home by purchasing

all items from the grocery store at the beginning of each week and prepare three dinners, one breakfast, and one lunch each week to enhance his

cooking skills. Billy will review a new cookbook each month, checked out from the public library, to learn about new recipes and cooking techniques.

**GRADUATION PLAN: (optional)**

Total Number of credits required by this school for graduation: 20 Anticipated month and year of graduation: May, 2004

Will this student graduate with fewer credits than required of other students? \_\_\_\_\_ Yes X No

If yes, identify graduation adaptations: \_\_\_\_\_

**Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)**

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☒ Yes, Date: February 1, 2001

☐ Guardianship legally held by other \_\_\_\_\_

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
<b>Instruction:</b>	<ul style="list-style-type: none"> <li>*Learn about the process for accessing apartments for rent</li> <li>*Research post-secondary institutions (community college vs. vocational training programs)</li> <li>*Consider enrollment in tech-prep program for foods and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>*Billy, Billy's mom</li> <li>*Billy, Guidance Counselor</li> <li>*Billy, School</li> </ul>	<ul style="list-style-type: none"> <li>*Billy's mom</li> <li>*School</li> <li>*School</li> </ul>
<b>Community Experiences:</b>	<ul style="list-style-type: none"> <li>*Join a community recreation center or YMCA.</li> <li>*Obtain driver's license</li> <li>*Investigate opportunities for socialization training in the community</li> <li>*Complete community service hours at Food Bank</li> </ul>	<ul style="list-style-type: none"> <li>*Billy</li> <li>*Billy</li> <li>*Billy, Arizona Bridge to Independent Living</li> <li>*Billy, Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>*Billy, Billy's mom</li> <li>*Billy's mom</li> <li>*There is no expense for this-enroll at ABIL</li> <li>*Probation Officer</li> </ul>
<b>Employment:</b>	<ul style="list-style-type: none"> <li>*Conduct 3 job shadowing experiences in the field of culinary arts</li> <li>*Obtain part-time employment in field of interest</li> <li>*Meet with Vocational Rehabilitation to determine eligibility</li> </ul>	<ul style="list-style-type: none"> <li>*Billy, School</li> <li>*Billy, Employer</li> <li>*Billy, Billy's mom, Vocational Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>*School</li> <li>*Flipburgers and Flapjacks restaurant</li> <li>*Vocational Rehabilitation</li> </ul>
<b>Related Services:</b>	<ul style="list-style-type: none"> <li>*Identify and visit community mental health agencies</li> <li>*Identify possible sources of support for coping with difficult life situations</li> <li>*Attend counseling sessions with adult provider</li> <li>*Join Alcoholics Anonymous/ Narcotics Anonymous</li> </ul>	<ul style="list-style-type: none"> <li>*Billy, Human Services Specialist</li> <li>*Billy, Human Services Specialist</li> <li>*Billy, psychiatrist</li> <li>*Billy, Probation Officer, parents</li> </ul>	<ul style="list-style-type: none"> <li>*Behavioral Health Services</li> <li>* Behavioral Health Services</li> <li>*Behavioral Health Services</li> <li>*Probation Officer will assist with service coordination</li> </ul>
<b>Post-secondary training and Adult Living:</b>	<ul style="list-style-type: none"> <li>*Enroll in class to acquire Food Handler's card</li> <li>*Meet with social worker to discuss interpersonal skill development</li> </ul>	<ul style="list-style-type: none"> <li>*Billy, Vocational Rehabilitation</li> <li>*Billy, Human Services Specialist</li> </ul>	<ul style="list-style-type: none"> <li>*Vocational Rehabilitation</li> <li>*Behavioral Health Services</li> </ul>
<b>Daily Living (if appropriate):</b>	<ul style="list-style-type: none"> <li>*Take courses in foods, family life, and life management.</li> <li>*Prepare an initial housing budget</li> </ul>	<ul style="list-style-type: none"> <li>*Billy, Downtown Neighborhood Learning Center</li> <li>*Billy, Billy's mom</li> </ul>	<ul style="list-style-type: none"> <li>*There is no expense for this-Billy needs to register</li> <li>*Billy's mom</li> </ul>
<b>Functional Vocational Evaluation (if appropriate):</b> The IEP team does not feel services are needed in this area as Billy is clear on his interests in the field of culinary arts.			

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

**Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)**

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Obtain summer employment	Arizona One Stop Career Center, Job Services Counselor	Billy, Billy's mom, March '02	June '02 – August '02	Part time employment in field of interest
'01- '02	Socialization training	Arizona Bridge to Independent Living	Billy, School Guidance Counselor	April '02	Increased knowledge and participation in community and activities to improve social skills
'02 – '03	Eligibility determination	Vocational Rehabilitation	Billy, September '02	Upon determination of eligibility	Assistance with vocational training, job development and placement
'02-'03	Adult basic education classes	Downtown Learning Center	Billy, School Guidance Counselor	Summer '03	Training in foods, family and life management

**If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.**

Vocational Rehabilitation invited to attend meeting but unable to do so. Billy will contact in the fall and meet with the counselor individually to determine eligibility. Billy will share his IEP with his psychiatrist to get assistance with the identified need areas.